

Hartsville Junior High

437 West Carolina Ave
Hartsville, South Carolina 29550

Grades 7-8 Middle School

Enrollment 883 Students

Principal Chris Rogers 843-857-3000

Superintendent Dr. Rainey Knight 843-398-5200

Board Chair Mr. Warren Jeffords 843-326-5970

THE STATE OF SOUTH CAROLINA 2006 ANNUAL SCHOOL REPORT CARD

ABSOLUTE RATING

BELOW AVERAGE

Absolute Ratings of Middle Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	2	11	31	4

IMPROVEMENT RATING

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS

NO

This school met 15 out of 21 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2003	Below Average	Unsatisfactory	No
2004	Below Average	Unsatisfactory	No
2005	Below Average	Below Average	No
2006	Below Average	Unsatisfactory	No

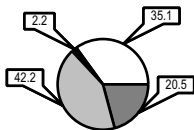
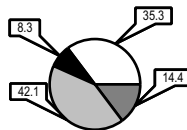
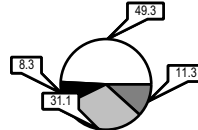
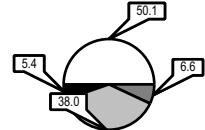
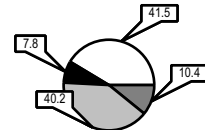
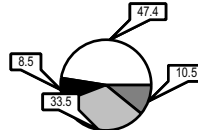
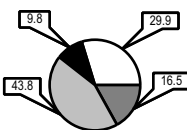
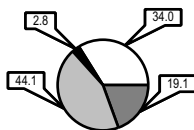
DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT PACT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2005–06 whose 2004–05 test scores were located.

98.3%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Middle Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

END OF COURSE TESTS

Percent of students scoring 70 or above on:

	Our School	Middle Schools with Students Like Ours
Algebra 1/Math for the Technologies 2	96.7	97.3
English 1	100.0	91.9
Biology 1/Applied Biology 2	N/A	44.5
Physical Science	N/A	62.6
All Subjects	98.5	95.0

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	870	95.3	35.2	41.5	21.1	2.3	34.5	Yes	Yes
Gender									
Male	447	93.3	43.9	39.1	15.9	1.0	27.0	N/A	N/A
Female	423	97.4	26.3	43.9	26.3	3.6	42.1	N/A	N/A
Racial/Ethnic Group									
White	432	97.7	19.9	45.0	31.8	3.2	51.5	Yes	Yes
African American	426	92.7	51.5	38.4	9.3	0.8	16.0	No	Yes
Asian/Pacific Islander	4	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	8	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	693	99.9	27.7	44.8	24.8	2.7	40.4	N/A	N/A
Disabled	177	77.4	74.0	24.4	1.6	0.0	3.9	No	No
Migrant Status									
Migrant	2	100.0	I/S	I/S	I/S	I/S	I/S	N/A	N/A
Non-Migrant	868	95.3	35.0	41.6	21.1	2.3	34.6	N/A	N/A
English Proficiency									
Limited English Proficient	4	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	866	95.3	34.8	41.7	21.2	2.3	34.7	N/A	N/A
Socio-Economic Status									
Subsidized meals	524	92.9	47.4	39.6	12.6	0.4	20.9	No	Yes
Full-pay meals	346	98.8	17.0	44.3	33.6	5.0	54.7	N/A	N/A

Mathematics – State Performance Objective = 36.7%									
All Students	870	95.5	33.2	43.3	14.9	8.6	34.3	Yes	Yes
Gender									
Male	447	93.7	38.7	38.7	13.3	9.3	30.7	N/A	N/A
Female	423	97.4	27.6	48.0	16.6	7.9	38.0	N/A	N/A
Racial/Ethnic Group									
White	432	97.9	19.9	47.1	18.6	14.4	47.4	Yes	Yes
African American	426	93.0	47.3	39.9	11.2	1.6	19.9	Yes	Yes
Asian/Pacific Islander	4	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	8	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	693	99.9	25.9	46.6	17.2	10.3	39.8	N/A	N/A
Disabled	177	78.5	70.5	26.4	3.1	0.0	6.2	No	No
Migrant Status									
Migrant	2	100.0	I/S	I/S	I/S	I/S	I/S	N/A	N/A
Non-Migrant	868	95.5	33.1	43.3	15.0	8.6	34.4	N/A	N/A
English Proficiency									
Limited English Proficient	4	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	866	95.5	33.0	43.4	15.0	8.7	34.5	N/A	N/A
Socio-Economic Status									
Subsidized meals	524	93.3	44.3	41.3	10.8	3.6	22.5	Yes	Yes
Full-pay meals	346	98.8	16.7	46.2	21.1	16.0	51.9	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	870	95.4	49.0	31.3	11.4	8.3	19.7
Gender							
Male	447	93.3	52.3	25.2	12.8	9.7	22.6
Female	423	97.6	45.6	37.7	10.0	6.7	16.7
Racial/Ethnic Group							
White	432	97.9	31.5	35.5	17.6	15.4	33.0
African American	426	92.7	67.2	27.4	4.7	0.7	5.5
Asian/Pacific Islander	4	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	8	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	693	99.9	42.2	34.0	13.6	10.1	23.8
Disabled	177	78.0	77.0	19.9	2.5	0.6	3.1
Migrant Status							
Migrant	2	100.0	I/S	I/S	I/S	I/S	I/S
Non-Migrant	868	95.4	48.9	31.3	11.5	8.3	19.8
English Proficiency							
Limited English Proficient	4	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	866	95.4	48.8	31.4	11.5	8.3	19.8
Socio-Economic Status							
Subsidized meals	524	93.1	62.0	29.0	6.6	2.4	8.9
Full-pay meals	346	98.8	28.5	34.8	19.1	17.6	36.7

Social Studies							
All Students	870	95.4	49.6	38.4	6.6	5.4	11.9
Gender							
Male	447	93.3	49.6	37.3	6.9	6.2	13.1
Female	423	97.6	49.6	39.7	6.2	4.5	10.7
Racial/Ethnic Group							
White	432	97.9	36.9	44.0	9.8	9.3	19.1
African American	426	92.7	62.9	33.3	3.0	0.7	3.7
Asian/Pacific Islander	4	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	8	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	693	99.9	43.1	42.4	8.0	6.5	14.5
Disabled	177	78.0	76.4	22.4	0.6	0.6	1.2
Migrant Status							
Migrant	2	100.0	I/S	I/S	I/S	I/S	I/S
Non-Migrant	868	95.4	49.5	38.5	6.6	5.4	12.0
English Proficiency							
Limited English Proficient	4	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	866	95.4	49.4	38.6	6.6	5.4	12.0
Socio-Economic Status							
Subsidized meals	524	93.1	61.2	34.2	3.0	1.6	4.6
Full-pay meals	346	98.8	31.3	45.1	12.2	11.3	23.5

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	442	98.6	35.5	44.5	18.6	1.4	20.0
	8	418	99.5	31.2	43.9	20.8	4.1	24.9
2006	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	456	96.3	38.2	38.6	19.8	3.4	23.2
	8	414	94.2	31.8	44.7	22.5	1.1	23.5
Mathematics								
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	442	98.9	32.8	39.0	18.1	10.2	28.3
	8	418	100.0	49.2	36.6	10.6	3.5	14.1
2006	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	456	96.5	32.3	40.0	16.4	11.3	27.7
	8	414	94.4	34.1	46.9	13.3	5.6	18.9
Science								
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	442	98.9	43.7	31.8	12.6	11.9	24.5
	8	418	99.3	45.3	35.6	11.5	7.6	19.1
2006	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	456	96.3	53.8	26.8	12.6	6.8	19.3
	8	414	94.4	43.8	36.1	10.2	9.9	20.1
Social Studies								
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	442	98.4	48.2	35.3	9.8	6.7	16.5
	8	418	99.3	46.3	37.9	8.9	6.9	15.8
2006	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	456	96.3	58.0	33.8	4.0	4.2	8.2
	8	414	94.4	40.5	43.5	9.4	6.6	16.0

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n= 883)				
Students enrolled in high school credit courses (grades 7 & 8)	10.1%	Up from 6.9%	15.0%	16.7%
Retention rate	3.1%	Down from 5.0%	2.6%	2.5%
Attendance rate	96.5%	Down from 96.6%	95.8%	96.0%
Students with disabilities other than speech taking PACT (ELA) off grade level	4.1%	Down from 4.9%	0.3%	0.9%
Students with disabilities other than speech taking PACT (Math) off grade level	3.9%	Down from 4.9%	0.3%	1.0%
Eligible for gifted and talented	20.2%	Up from 18.0%	15.7%	15.6%
On academic plans	53.5%	N/AV	45.0%	39.9%
On academic probation	0.5%	N/AV	0.9%	0.7%
With disabilities other than speech	17.8%	Down from 20.6%	13.7%	12.4%
Older than usual for grade	2.8%	Up from 2.0%	5.2%	4.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	1.7%	Up from 0.7%	1.2%	0.9%
Annual dropout rate	0.0%	No change	0.0%	0.0%
Teachers (n= 51)				
Teachers with advanced degrees	43.1%	Down from 52.8%	47.6%	52.4%
Continuing contract teachers	N/AV		N/AV	N/AV
Classes not taught by highly qualified teachers	9.4%	N/A	8.5%	9.1%
Teachers with emergency or provisional certificates	2.3%	Down from 4.4%	5.5%	5.6%
Teachers returning from previous year	88.8%	Up from 85.0%	83.0%	84.6%
Teacher attendance rate	94.3%	Up from 94.0%	95.0%	94.8%
Average teacher salary	\$42,652	Up 4.0%	\$41,276	\$42,267
Prof. development days/teacher	9.5 days	Down from 11.3 days	12.6 days	11.9 days
School				
Principal's years at school	2.0	Up from 1.0	3.0	3.0
Student-teacher ratio in core subjects	26.3 to 1	Up from 21.3 to 1	20.4 to 1	21.1 to 1
Prime instructional time	88.8%	Up from 88.3%	89.1%	89.0%
Dollars spent per pupil*	\$5,262	Down 0.5%	\$5,994	\$6,243
Percent of expenditures for teacher salaries*	60.6%	Down from 60.9%	60.6%	59.8%
Percent of expenditures for instruction*	63.6%		64.0%	65.2%
Opportunities in the arts	Excellent	Up from Good	Good	Good
Parents attending conferences	81.9%	Down from 98.2%	98.2%	97.4%
SACS accreditation	Yes	No change	Yes	Yes
Character development	Good	No change	Good	Good

* Prior year audited financial data are reported.

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	0.0%	6.2%
Classes in high poverty schools not taught by highly qualified teachers	8.6%	10.2%
	State Objective	Met State Objective
Classes not taught by highly qualified teachers in this school	0.0%	No
Student attendance in this school	94.0%*	Yes

*or greater than last year

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Hartsville Junior High School's focus for the 2005-2006 school year was to increase student achievement and provide an atmosphere that makes parents and students feel welcome.

Our professional development focus has been with Southern Regional Education Board. This professional development has been an additional building block for making the move from a junior high school to a middle school. Our primary focus from SREB has been to increase the rigor in all classes, continue our advisor/advisee program, and hold students accountable for completing all assignments with a no excuse policy. We have also sent a team of teachers to the national SREB conference in Nashville, Tennessee. In addition to the SREB conference, a large group of teachers attended the South Carolina Middle School Association Conference in Myrtle Beach, South Carolina.

We have continued our relationship with the Academic Booster Club/PTO. The ABC/PTO has sponsored many events and programs throughout the school year. We have continued our partnership with the Hartsville Police Department in the Suspension Camp Program. This program was developed to reduce the suspension rate and to improve school wide discipline. "Gotcha tickets" were used to continue the positive discipline program that recognized good behavior and positive student accomplishments.

Many Hartsville Junior High students continued to receive honors and recognitions. Our students received Art and Business Awards, 11 students were named as South Carolina Junior Scholars and 2 as Duke TIP Scholars. The basketball and baseball teams were named champions of their conferences.

The faculty and staff at Hartsville Junior High are excited about the new school building and the addition to the 6th grade. We are looking forward to the addition of the Magnet School for the Arts in the 2006-2007 school year. We will continue to look for ways to improve classroom instruction in the middle school classrooms. With continued parental and community support, we will meet all challenges that are put before us.

Chris Rogers, Principal

Annette Wint, School Improvement Council Chairperson

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	52	355	114
Percent satisfied with learning environment	65.4%	66.6%	79.6%
Percent satisfied with social and physical environment	67.3%	60.4%	58.8%
Percent satisfied with school-home relations	56.9%	81.7%	69.9%

*Only students at the highest middle school grade level at this school and their parents were included.